

# The Role of Motivation to Lead in Teacher Leadership\*

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**Abstract:** While there is consensus that teacher leadership plays an important role in school development, it is often unclear what exactly teacher leadership requires. However, there is limited understanding regarding the driving forces that impact the rise and progression of teacher leadership within the Turkish educational framework. The objective of this study is to analyze the perspectives of teachers concerning the significance of motivation in relation to their capacity to assume leadership roles within the teaching profession. Phenomenological design, which is one of the qualitative research methods was used in this study. The data were obtained through semi-structured interviews with 15 teachers selected with purposive sampling method. The driving forces that affect teachers' transition from a teaching role to a leadership role in the emergence of teacher leadership were examined on the basis of the "Motivation to Lead Model" of Chan and Drasgow (2001). The research findings partially supported the claims that professional tendencies in the teaching profession might transform into teacher leadership. While the findings of the research partially supported the previous research results on motivation in teacher leadership, they largely explained the importance of motivation to lead in teacher leadership. A number of recommendations have been made to researchers and education policymakers that take individual differences in teacher leadership into account to maximize investment in leadership education and development.

**Keywords:** Teacher leadership, teacher professionalism, factors affecting teacher leadership, teacher leadership and motivation, motivation to lead.

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## Introduction

In the 21st century, teacher leadership is acknowledged as an alternative school leadership model built on the shortcomings of traditional school leadership. (Bush, 2015; Beycioglu & Aslan, 2010; Can, 2006; Smylie & Eckert, 2018). Teacher leadership is frequently encouraged because of its positive impact on teachers' professional development and on the success of students and their academic achievements. (Beycioglu & Aslan, 2012; Poekert, 2012; Wenner & Campbell, 2017). While the concept continues to attract the attention of researchers, there is a significant amount of knowledge in the literature about who the teacher leaders are, their areas of influence, and the factors that affect teacher leadership (Beycioglu & Aslan, 2010; Nguyen et al., 2019; Wenner & Campbell, 2017). However, it is noteworthy that the role of motivation in teacher leadership has been addressed in a limited number of studies (Berg & Zoellick, 2019; Gray, 2016; Leigh Ross, 2019; Wei, 2012). It is believed that certain motivational factors that facilitate some teachers to undertake leadership roles and responsibilities beyond the expectations of their colleagues in the same school environment, have yet to be fully explored. Thus, it is important to clarify the concept in order to understand exactly what teacher leadership entails. (Schott et al., 2020; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Otherwise, it is thought that sustainable teacher leadership capacity in schools can not be developed. When the overlaps between the newly emerged concept of teacher professionalism and teacher leadership are added to the inadequately explained aspects of teachers' leadership motivation, the uncertainties regarding when and where teacher leadership begins are further compounded. (Hunzicker, 2019).

The new understanding of teacher professionalism necessitates teachers to be inclusive, collaborative, flexible, and progressive, to lead change (Sachs, 2003), and to work effectively with groups and organizations outside the school. (Hargreaves, 2000). Hunzicker (2019) claims that teachers who may develop a professional understanding of teaching can become teacher leaders. However, this perspective on teacher leadership is not considered sufficient to explain where professionalism ends and leadership begins. As a matter of fact, while Coggins & McGovern (2014) state that increasing professionalism ideals for teachers make it more difficult to understand teacher leadership, they essentially point to the question of which professional teachers undertake the leadership mission. Considering that teacher leadership is evaluated as an influencing process in the literature and that it begins with teachers transitioning from their instructional role to a leadership role (Berry, 2018; Leigh Ross, 2019; Silva et al., 2000; Wenner & Campbell, 2017), it is believed that exploring the relationships between teaching, leadership, and motivation to lead may provide answers to these questions.

Understanding the motivational tendencies underlying teachers' leadership behaviors and the factors influencing these tendencies is considered important for comprehending uncertainties about when teacher leadership begins and for initiatives aimed at promoting teacher leadership. Hence, research findings indicating that teachers' leadership potentials are not sufficiently revealed support our thoughts in this direction. (Chen, 2020; Fairman & Mackenzie, 2014; Kurt, 2016; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Indeed, the increasing interest in teacher leadership

encouragement in recent years has led researchers to examine the role of motivation in teacher leadership (Gray, 2016; Leigh Ross, 2019; Schott et al., 2020). There is a rich accumulation of knowledge indicating that teachers are motivated to engage in teacher leadership due to various individual (Berg & Zoellick, 2019; Gray, 2016; Leigh Ross, 2019; Wei, 2012) and organizational factors (Ash & Persall, 2000; Margolis & Huggins, 2012; Nguyen et al., 2019; Katzenmeyer & Moller, 2013; Schott et al., 2020). However, current research mostly explains the work of teacher leaders and the motivational factors that affect the development of teacher leadership. More empirical research is needed to explain why some teachers are more willing to take on leadership roles and responsibilities. Therefore, in the current research, the problem is approached from the perspective of motivation to lead rather than the perspective of motivation in teacher leadership.

In this research, teachers' attempts to take leadership responsibilities beyond their teaching obligations were examined based on the "Motivation to Lead" model (MTL) (Chan & Drasgow, 2001). The individual difference variable known as MTL is considered a theoretical framework that can assist in understanding and enhancing teachers' motivation to lead by identifying their unique characteristics. Furthermore, comprehending the associations among teaching, leadership, and motivation to lead is crucial in optimizing investments in leadership education and development (DeRue & Myers, 2014; Gurdjian et al., 2014), as it will aid in determining whether teacher leadership should be expected of all teachers or only those with a proclivity for leadership.

Thus, the goal is to examine the significance of motivation to lead in teacher leadership by analyzing the leadership experiences of teachers who are recognized as teacher leaders in their respective schools. To achieve this objective, the study aims to address the following research inquiries:

1. How do teachers explain the reasons for their interest in leadership?
2. How do teachers explain the factors affecting their motivation to lead?

## **Literature Review**

### **Teacher leadership**

Although uncertainties continue about what teacher leadership requires, there are various definitions in the literature aimed at explaining who teacher leaders are. For instance, according to Wenner & Campbell (2017), teacher leadership is "teachers taking on leadership responsibilities outside the classroom while maintaining classroom-based teaching responsibilities". Harris (2003) interprets teacher leadership as "a form of distributed leadership that includes empowerment, collective and shared action that supports the development of learning communities in schools". One of the most comprehensive definitions of who teacher leaders are belongs to York-Barr and Duke (2004). Researchers define teacher leadership as "influence of teachers, individually or collectively, with colleagues, school principals, and other members of the school community to improve teaching and learning practices to increase student learning and

achievement". The focus of all definitions is the work-oriented professional development of teachers for student learning and school development (Poekert, 2012). This focus indicates that teacher leadership occurs in the dimensions of "coordination and management, curriculum work, professional development, participation in school development, involvement of families and communities, contributions to the profession, and pre-service education (York-Barr & Duke, 2004). Some researchers explain the emergence of teacher leadership by pointing out that teachers who demonstrate "achievement and determination" in most or all dimensions of teacher leadership are the leading teachers (Hunzicker, 2019; York-Barr & Duke, 2004). Thus, it is pointed out that professional tendencies in the teaching profession may transform into teacher leadership (Hunzicker, 2019).

Some researchers consider supportive school culture (Ash & Persall, 2000; Can, 2006; Katzenmeyer & Moller, 2001) and factors such as the leadership style of the school principal as driving forces for the transformation of professional tendencies into teacher leadership in the teaching profession (Bellibas et al., 2020; Espinoza, 2013; Kurt, 2016; Margolis & Huggins, 2012). It is argued that school principals who adopt instructional leadership and distributive leadership styles, in particular, develop teachers' leadership potential (Hohenbrink et al., 2011; Kurt, 2016; Zeng & Lo, 2021). Recent studies have emphasized the positive effects of professional learning communities on teacher leadership (Lee & Kwan, 2021; Zeng & Lo, 2021). Although current research has made important contributions to understanding teacher leadership, it is important to grasp the nuances between teacher leadership and teacher professionalism to clarify the concept.

### **Teacher professionalism**

Professionalism is the functionalization of professional knowledge and skills (Demirkasimoglu, 2010; Goepel, 2012) with the determination of criteria such as expertise, occupational standards, selection, supervision and autonomy in entering the profession (Bureau & Suquet, 2009; Carr, 2000). However, when it comes to the teaching profession, there are two different perspectives on the concept of professionalism in the literature. The first of these perspectives is related to the idea that the teaching profession is a semi-professional occupation (David, 2000). According to researchers who advocate this point of view, teachers are employees who have a professional status but have limited individual autonomy and are guided by their administrators (Leiter, 1978). As a matter of fact, Samuels (1970) supports these claims while stating that teachers are not autonomous in their studies because they cannot participate in important decisions in educational environments. According to the second perspective that considers the occupation as professional, teacher professionalism is defined as "a field of work with sociological, ideological, and educational dimensions that aims to achieve high standards based on knowledge, skills, and values in the teaching profession." (Demirkasimoglu, 2010). With this definition, it is underlined that the teaching profession has evolved from a semi-professional position based on classroom-based knowledge and skills over the years to professionalism (Bair, 2016). While changing sociological, ideological and educational conditions encouraged

professionalism in the teaching profession, it also caused teacher professionalism to turn into a concept with multiple meanings (Hargreaves, 2000; Sachs, 2003).

Hargreaves (2000) defines today's teacher professionalism as postmodern professionalism. While using this definition, the researcher criticizes teacher professionalism on the grounds that teachers are being crushed under multiple pressures and intensified job demands, but also interprets it as an exciting social movement that enables and fosters effective collaboration with groups and institutions outside of school. Recently, teacher professionalism has been approached through dimensions such as participation in decision-making and planning processes and having a greater say; directing other teachers; and developing competencies through collaborative professional development and lifelong learning (OECD, 2016). Thus, it is aimed to develop teachers' professional qualifications such as "being good at their job", "fulfilling the highest standards" and "reaching perfection" and to ensure professionalism in the teaching profession (Demirkasimoglu, 2010). Today, at this point, concepts such as competence, effective teaching, collaboration, authority, and leadership are considered critical components of teacher professionalism (Grimsæth et al., 2008; Rizvi & Elliot, 2005). It is expected that teacher professionals, beyond teaching in the classroom, will enhance student success by reflecting on themselves, collaborating, and assuming leadership roles (Coleman et al., 2012).

### **Teacher leadership and motivation**

Motivation is an important factor in understanding the driving forces behind teachers' professional effectiveness in the teaching profession (Han & Yin, 2016; Sinclair, 2008). The role of motivation in teacher leadership literature has been examined in the context of factors affecting teacher leadership. Researchers highlight the importance of a range of individual and organizational factors for the development of teacher leadership in a school setting (Bellibas et al., 2020; Chen, 2020; Kilinc et al., 2021; Kosar et al., 2017; Kurt, 2016; Lee & Kwan, 2021). It is stated that teachers are motivated to become a teacher leader with the effect of individual factors such as increasing student success, making a difference, creating a collaborative community, and the desire for professional development (Berry, 2018; Gray, 2016; Wei, 2012). On the other hand, there are research findings showing that teachers are motivated or demotivated to teacher leadership by the effect of organizational factors such as school climate, school culture, and school principal's leadership style (Ash & Persall, 2000; Bellibas et al., 2020; Can, 2006; Katzenmeyer & Moller, 2013, Nguyen et al., 2019).

### **Theoretical Foundation of the Research**

#### **Motivation to lead in teacher leadership (MTL)**

Chan & Drasgow (2001) defined motivation to lead as "a construct that influences a leader's or candidate's leadership training, decisions to take on roles and responsibilities, the intensity of their effort to lead, and their persistence as a leader." While MTL may differ between individuals, it is relatively constant within the individual. It is also based on the assumptions that individuals' leadership skills may be developed through

leadership training and experience, and that leadership motivation may be shaped over time. According to the affective-identity MTL, individuals' interest in leadership is related to whether they like leadership and whether they see themselves as leaders. It is associated with a sense of obligation or conformity with group norms according to the social-normative MTL, and lastly with their decision to lead by evaluating the advantages or disadvantages of the leadership position according to the noncalculative MTL (Chan & Drasgow, 2001: 482). On the other hand, researchers suggested that personality traits representing each dimension of MTL are different from each other. For instance, individuals with affective-identity MTL are extroverted, have individualistic and competitive personality traits, and see leadership as a means of self-actualization. Individuals with social-normative MTL for leadership are those who possess personality traits characterized by patience and a high sense of responsibility, and view leadership as a social duty. Finally, it is stated that individuals with noncalculative MTL have harmonious, collectivist and altruistic personality traits, and these individuals take the lead without an individual benefit expectation by evaluating the advantages and disadvantages of leadership (Chan & Drasgow, 2001). In addition to personality, some individual characteristics such as sociocultural values, cognitive skills, and past leadership experiences were among the antecedents of MTL (Chan & Drasgow, 2001; Clemmons & Fields, 2011).

Although MTL points to a leadership motivation to advance in hierarchical levels (Porter et al., 2016; Vilkinas et al., 2020), this research provided the basis for our attempts to clarify the concept of teacher leadership and to explain when teacher leadership emerged. Especially considering the egalitarian nature of the teaching profession (Can, 2006; Fairman & Mackenzie, 2014; Lieberman & Campbell, 2015), the emergence of some teachers as teacher leaders has led us to think that these teachers have the motivation to lead. On the other hand, it is thought that the motivation to lead may be a determining factor in the distinction between teacher professionalism and teacher leadership.

## Method

### Study Design

In the research, phenomenological approach was used in order to understand the role of motivation to lead in teacher leadership. In the phenomenological approach, the data sources consist of individuals or groups who experience the phenomenon focused on in the research (Creswell, 2013). The aim of the present study was to understand in detail the factors that influence the leadership interests and motivation to lead of the participants known as lead teachers in the schools where they work. For this reason, the focus was on the participants' experiences of the phenomenon and the meanings that researchers formed based on these experiences. Thus, the experiences of the participants and the meanings of the researchers were interpreted together. This approach has been considered as a practical start for attempts to create a new theoretical framework about phenomena with limited knowledge (Patton, 2014).

## Participants

The participants in this research were determined in two stages. In the first stage, the categories of teacher leadership, including coordination and management, curriculum studies, professional development, participation in school development, family and community participation, contributions to the profession, and pre-service training (York-Barr & Duke, 2004), were explained to 157 school principals who participated in the administrator development project (YOGEP) trainings in Ankara. School principals were asked to identify teachers who have successful and determined practices in these categories in their schools and share their email information with the researchers after obtaining the teachers' approval. Thus, the e-mail information of 37 teachers known as teacher leaders in their schools were obtained.

In the second stage, 37 teachers were asked to fill out a survey that was prepared based on York-Barr & Duke's (2004) teacher leadership categories and aimed to demonstrate their leadership roles and responsibilities at the school, district, city, province, or national level outside of their instructional duties. All teachers completed the questionnaire. However, 18 teachers, who have consistently carried out the studies stated in the questionnaire for at least three years and who consider themselves as teacher leaders, were invited to the research assuming that they have the motivation to lead. Pilot interviews were conducted with two of 17 teachers and the research was completed with 15 teachers. (see Table 1).

**Table 1.**

### *Characteristics of the Participants*

<b>Code</b>	<b>Teachers' leadership characteristics</b>
<b>P1</b>	She organizes debating tournaments at the national level. She coaches debating teams at her school. She provides debate training. She is a member of various debate societies.
<b>P2</b>	He is a creative drama expert. He provides creative drama training to teachers He gives creative drama workshops at the school where he works. He participates in trainings organized by creative drama associations
<b>P3</b>	She organizes mind games competitions. She gives mind games seminars to teachers. She does mind games club activities at the school where she works. She manages a network of teachers created to develop mind games
<b>P4</b>	He manages the K12 game development platform at the national level. He coordinates high school digital game competitions. He organizes digital game development workshops in schools.
<b>P5</b>	She writes children's books for preschool children. She organizes teacher and parent training in early childhood education. She coordinates pre-school education dissemination projects.
<b>P6</b>	He conducts workshops on "I am learning mathematics with games". He makes project studies related to teaching mathematics. He gives seminars on teaching mathematics with games to teachers.

- P7** He participates in curriculum studies.  
He gives curriculum seminars to physical education teachers throughout the province.  
He teaches part-time at the university.  
He works in the practical training of physical education teacher candidates.
- P8** She is the founder of the early childhood education teacher network.  
She takes part in early childhood education curriculum studies.  
She shares information on early childhood education through a personal blog.
- P9** He gives teacher training in experiment workshops.  
He gives project preparation seminars to teachers and students.
- P10** He provides extra-curricular instrument training to teachers and students.  
He organizes national choir competitions and festivals.
- P11** She participates in curriculum studies for gifted children.  
She conducts teacher seminars on music education.
- P12** She works in the executive commission of philosophy olympiads at national level.  
She prepares teams for the Philosophy Olympics.  
She provides philosophical essay writing workshops to teachers and students.
- P13** He conducts curriculum workshops at the museum.  
He gives museum education seminars to teachers.  
He provides consultancy for the establishment of school museums in schools.
- P14** He prepares students for aviation, space and technology competitions.  
He gives seminars to teachers on preparing TÜBİTAK projects.  
He shares knowledge and experience in TUBİTAK teacher networks.
- P15** He provides coding training for primary school students.  
He conducts seminars on preparing digital teaching materials.  
He coordinates coding competitions.
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## **Data Collection Tool**

Interviewing is a frequently used data collection method in qualitative research to collect in-depth data about cases with limited knowledge and to better understand the research phenomenon (Creswell, 2013). For this reason, a semi-structured interview form was prepared by the researchers. While preparing the questions, the relevant literature was examined (Bellibas et al., 2020; Berg & Zoellick, 2019; Chan & Drasgow, 2001; Chen, 2020; Gray, 2016; Leigh Ross, 2019; Nguyen et al., 2019; Porter et al., 2016; Vilkinas et al., 2020). After receiving expert opinions on the questions, the interview form was finalized with pilot interviews with two teachers from outside the participant group. Probe questions were included in the interview form to be used when necessary.

## **Data Collection Process**

Data were collected through interviews with 15 teachers. First, the participants were informed about the purpose and content of the study and the purpose for which the results would be used. In addition, the participants were guaranteed that their identities would remain confidential, that the interviews would be recorded and that the recordings would only be used within the scope of the research. After signing the "Informed Consent

Form”, interviews were held on the planned dates with the participants. The interviews lasted between 35 - 50 minutes. To ensure confidentiality, the participants were given codes from P 1..., to P 15.

**Data Analysis**

Firstly, the recordings of the interviews were deciphered and transferred to a word file. The transcripts were sent to the participants and their confirmations were obtained. All relevant documents and data, including interview transcripts and interview notes, were recorded in the digital folders created for the participants.

In this study, thematic analysis was conducted based on the relevant literature and research questions. The codes and categories for participant interpretations were created independently by the researchers. However, when the coding was complete, it was noticed that both the number of generated codes increased and some of the codes overlapped. This situation has led researchers to look for broader themes or claims on the data. For this reason, the generated codes were checked many times; the relationships between the codes were examined; the codes were constantly compared with the relevant literature. Thus, the differences between the codes were explored. As the research reached valid findings, the themes, sub-categories and categories became clear. Cross-checks were made by comparing the thematic code lists created by the researchers.

The first research question led to the creation of categories explaining the reasons for teachers' interest in leadership. These categories were combined under the theme of motivation to lead. With the second research question, categories explaining the factors affecting teachers' motivation to lead were formed. These categories have been addressed under the theme of factors affecting leadership motivation. Although the two themes created at the end of the data analysis might suggest that ready-made themes were used, the themes were based on the relevant literature and research questions. The findings that explain the role of "leadership motivation" in teacher leadership point towards more conceptual claims and hypotheses, moving from exploration to confirmation in the research.

Finally, the results of the thematic analysis were checked by peers outside the study with the peer briefing strategy. As many quotes as possible are included in order to validate the findings and to transfer the findings of other researchers to different contexts (see Table 2).

**Table 2.**

*Themes and the Related Categories*

Themes	Categories
I. MTL	1. Affective-identity MTL
	2. Noncalculative MTL

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II. Factors affecting MTL	<p><b>1. Individual factors</b></p> <ul style="list-style-type: none"> <li>- Personality characteristics</li> <li>- Self-efficacy perception</li> <li>- Values</li> </ul> <p><b>2. Contextual factors</b></p> <ul style="list-style-type: none"> <li>- Group dynamics</li> <li>- Interaction with the principal</li> </ul>
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### **Establishing Credibility and Trustworthiness**

In qualitative research, processes such as reporting the data in detail and explaining how the results are achieved are followed in order to increase the credibility and trustworthiness (Patton, 2014). For this reason, a research agenda was first created in order to discipline all stages of the research and to increase the reliability. The study plan, research notes, individual thoughts and comments of the researcher about the interviews were recorded in this agenda. In addition, participant confirmations were received for each interview. The peer briefing strategy and the thematic analysis results were checked by colleagues outside the study. As much as possible, detailed quotations are included both to confirm the findings and to enable other researchers to transfer the findings to different contexts (Creswell, 2013).

### **Findings**

In this section, the research findings obtained as a result of the interviews with the participants are included. Our findings reveal that teacher leaders go beyond their teaching roles and assume leadership roles in order to increase student learning and achievement; they influence their colleagues and school principals (Silva et al., 2000; Wenner & Campbell, 2017; York- Barr & Duke, 2004). All of the participants emphasize their influence areas while describing their experiences in this direction.

For example, the preschool teacher (P5) explained their leadership experience as “I see that my studies have a butterfly effect on the preschool community and my personal development. I started writing children's books with the experiences I gained in early childhood education and the feedback I received from children, colleagues, and parents. The interest in children's books both increased my recognition and opened new doors for me. As I continue to teach at school, I also share my experiences with larger audiences.”

On the other hand, our findings gave clues about making the distinction between teacher leadership and teacher professionalism. While most of the participants made this distinction between the lines based on their experiences, the mathematics teacher (P3) summarized her thoughts in this direction while talking about her studies on mind games:

“At the school, many of our colleagues strive to improve student success and drive the school forward. When you enter the teachers' room, you can see that the most heated conversations are

about students. Teachers often learn from each other the latest information and applications. Yet, to be able to affect more students, teachers and different groups requires, I do not know, a different kind of energy and desire. I think this energy changes the axis of teaching."

In addition, these sentences reinforced our thoughts that the uncertainties about when teacher leadership begins (Hunzicker, 2019; Poekert, 2012; York-Barr & Duke, 2004) may be explained by the motivation to lead.

### **Motivation to Lead (MTL)**

MTL explains the leadership tendencies of individuals with motivational processes in leadership psychology. The participants of this research explained their leadership tendencies with different motivational processes (Chan & Drasgow, 2001). Thus, the theoretical foundations of MTL are largely supported by participatory interpretations. Nine participants' motivation to lead was associated with affective-identity MTL. These teachers expressed their pleasure and satisfaction in leading in different ways. The interpretations of the two participants explained the thoughts of the other participants who were interested in the affective-identity MTL and leadership:

"Being a pioneer in every aspect of my work, doing what has not been done, pushing the limits has always excited me." (P1).

"After every work I have successfully completed, there is nothing like stepping aside to watch the painting and be proud of myself." (P6).

On the other hand, six participants' reasons for being interested in teacher leadership were related to noncalculative MTL. These participants pointed out that they lead without any expectation of personal benefit. The music teacher (P10), who gives instrument training to teachers and students outside the curriculum, explained the leadership responsibilities he assumed without expecting any benefit explained in the following sentences.

"Those who know me know that I am good in my field. I always feel that I need to do more than an ordinary music teacher. I have been teaching students and teachers to play instruments for years even though it is not in the curriculum... I think it is necessary to do this despite the extra responsibilities it brings me."

In addition, the assumptions that individuals' leadership skills may be developed through leadership training and experience and that leadership motivation may be shaped over time were mostly supported in this research (Chan & Drasgow, 2001). The thoughts of the computer teacher (P4), who is the manager of the K12 digital game development platform, were also expressed by most of the participants.

"As a matter of fact, I cannot say that I am smarter or a better teacher than my colleagues. But I can say that I know myself more. I know what I want to do, why I want to do it and how I can do it. I think that every colleague who can achieve this will automatically stand out."

Our findings indicated that participants were motivated to lead with affective-identity MTL and noncalculative MTL; While explaining that MTL may be developed, the findings pointed to several individual and contextual factors that influence the emergence of MTL

dimensions. In the following theme, the factors affecting the motivation of the participants to lead are explained.

## **Factors Affecting Motivation to Lead**

### **Individual factors**

Participant narratives revealed that teachers' personality traits, self-efficacy perceptions and values affect their motivation to lead (Chan & Drasgow, 2001; Clemmons & Fields, 2011). For example, the literature teacher (P1), who organized national debate tournaments, gave clues about extroverted and competitive personality traits while explaining her motivation to lead.

"I am always sociable, active and assertive. This aspect is also reflected in my teaching. My dreams are way above teaching literature to 9th and 10th graders."

Similarly, the classroom teacher (P2), who is a creative drama instructor and does creative drama workshops, made a self-evaluation while explaining the reflections of personality traits on leadership motivation.

"They say that I am reliable, calm and conciliatory, like an opinion leader. These aspects of me help us to work in harmony with our teachers and students. So we all experience a profound, silent transformation."

The linking between participants' extroverted, competitive personality traits and affective-identity MTL, and collectivist and adaptive personality traits and noncalculative MTL were found to be important in that the research findings continue to support our theoretical foundation.

In addition to the personality traits of teachers, it was understood that their self-efficacy perceptions were reflected in their motivation to lead (Chan & Drasgow, 2001; Clemmons & Fields, 2011). However, while some teachers pointed out that self-efficacy perceptions develop under the influence of contextual factors, those who participated in curriculum studies in early childhood education (P8) expressed their experiences in this direction as:

"The good thing is that as I receive positive feedback from my colleagues and administrators, and as I see the benefits of our work for children, my belief in what I can do increases."

Some participants related the reflection of their self-efficacy perceptions on their motivation to lead completely with their individual characteristics. The philosophy teacher (P12) working in the National Philosophy Olympics executive committee summarized the thoughts of the participants who thought in this direction as:

"I think that my individual intellectual efforts are behind every study I have successfully completed. I see what I do as a guarantee of what I will do. "

It was evaluated as a remarkable finding that the participants who associated their self-efficacy perception with individual factors had affective-identity MTL, while the participants who associated it with contextual factors had noncalculative MTL. Although

this situation made the researchers hesitant about in which category self-efficacy perception should be handled, self-efficacy perception was considered as an individual factor that can be affected by contextual factors in the study.

Finally, the values that affect the motivation of the participants to lead and the motivational roles of the values on the behaviors and behavioral tendencies of the individuals contributed to our explanation (Schwartz & Bilsky, 2013). The physical education teacher (P7), who teaches part-time at a university, explained the value he attaches to his individual development as follows:

“Actually, I am a good teacher. No one has any extra expectations from me. For me, all I do is a way of expressing and improving myself.”

Similarly, (P11), who provides music education to gifted students and works on curriculum programmes, explained her values shaped by conscience and sense of responsibility thusly:

“In our education system, gifted children are always expected to be inventors. We art teachers have to transform this understanding. If we can't do this, it will be a shame for the children. I want to lead this transformation.” She drew attention to the reflections of her values on her motivation to lead.

The values of the participants were also found to be related to the characteristics of the affective-identity MTL and the noncalculative MTL, just like their personality traits and self-efficacy perceptions. For example, it is noteworthy that the person with an affective-identity MTL (P5) values personal development and the noncalculative MTL (P11) is motivated by the values she attaches to the sense of conscience and responsibility.

On the other hand, the participants clearly stated between the lines that they were not interested in formal leadership roles. For example, the science teacher (P9), who gives teacher training in experiment workshops, explained his thoughts in this direction as follows:

“Being a head of department or an administrator is not for me. I see that the friends who do these jobs are drowning in documents and acting according to instructions. It is so evident that they are doing and trying to make others do things that they do not believe in.”

### **Contextual factors**

Our research findings seem to be partially compatible with the results of recent MTL research, which adds contextual factors as well as individual factors to the motivation to lead (Porter et al. 2016; Rossi, 2011). Participants evaluated school principals, colleagues, and students among the factors affecting their motivation to lead. However, it was observed that these contextual factors indirectly affect the leadership motivation by contributing to their self-efficacy perceptions rather than directly affecting the leadership motivation of the teachers. The history teacher (P13), who gives museum education seminars to teachers and conducts workshops in museums, shared the effects of contextual factors on leadership motivation along these lines:

“Seeing the increasing interest of the students I work with and the fact that the children come to me with new ideas increases my faith in my work even more.”

Similarly, the physics teacher (P14), known for his TUBITAK projects, shared his experiences as:

"When I first came to school, I witnessed a group of teachers who heard about my work and laughed when they saw me saying Einstein was coming. Our principal also hinted several times that I should not stray from routine practices. Over time, as I saw the works that made a difference, I started to be accepted at school. Many of those who did not take our work seriously started coming one by one with project ideas in their pockets."

However, none of the participants made an assessment that they saw contextual factors as a direct demotivation cause. While a small number of participants mentioned that they were excluded at school, it was understood that these participants turned contextual factors in their favor as their sphere of influence expanded and their power increased.

In addition, the researchers' interview notes include comments such as "teachers are not complaining about increased workload and overtime as contextual factors that affect their leadership motivation. They are improving seemingly negative contextual situations through leadership. They are generally optimistic and appear determined in leadership." This was interpreted as the participants' ability to control the negative effects of contextual factors.

## Discussion

In this study, it is aimed to understand the role of motivation to lead in teacher leadership in order to clarify the uncertainties about when teacher leadership begins and to contribute to the initiatives to encourage teacher leadership. Teachers' motivation to lead and the factors affecting their motivation to lead were examined on the foundation of Chan & Drasgow (2001) leadership motivation model (MTL). The reflections of the relations between teaching, leadership and MTL on teacher leadership have been explored through experiences. Current literature and empirical findings are interpreted together.

Our research findings suggest that teacher leadership begins with the transition from teaching role to leadership role, indicating that the teaching profession undergoes a transformation that includes participatory leadership actions. (Leigh Ross, 2019; Poekert, 2012). Indeed, Silva et al. (2000) described this situation as the re-culturation of the teaching profession, with explanations of third wave teacher leadership. On the other hand, our findings partially supported the claims that professional tendencies in the teaching profession may turn into teacher leadership and that teachers who show "success and determination" in teacher leadership categories may become teacher leaders (Hunzicker, 2019; York-Barr & Duke, 2004). Teacher leadership has been evaluated as a more comprehensive concept that includes teacher professionalism. The emergence of some teacher professionals with the identities of teacher leaders showed that these teachers have the motivation to lead. Thus, it has been explained by MTL that teacher leadership is expected not from all teachers but only from some teachers who are interested in leadership (DeRue & Myers, 2014; Gurdjian et al., 2014).

The emphasis on leadership role rather than teaching role in teacher leadership, (Beycioglu & Arslan, 2012; Curtis, 2013; Fairman & Mackenzie, 2014; Silva et al. 2000; Wenner & Campbell, 2017), as well as previous research on motivation in teacher leadership (Berg & Zoellick, 2019; Can, 2006; Leigh Ross, 2019; Gray, 2016) and our thoughts on the development of teacher leadership through the work of lead teachers, support our ideas while also highlighting once again the missing aspects of these studies. This research has largely explained the non-negligible importance of MTL in the transition from a teaching role to a leadership role. The role of individual differences in teacher leadership became clear when the components of MTL were added to the results of the research, which explained the reasons for teachers' interest in leadership with individual motivation factors.

In addition, the findings partially supported recent MTL research that added contextual factors as well as individual factors to MTL (Porter et al. 2016; Rossi, 2011). Research results revealed that contextual factors have a partial effect on some individual factors that affect teachers' motivation to lead (Ninkovic & Knez'evic' Floric, 2018; Vermeulen, et al. 2022). This situation has been interpreted as the indirect effects of contextual factors on teachers' motivation to lead (Espinoza, 2013; Hunzicker, 2012). It was seen that contextual motivation factors (Ash & Persall, 2000; Katzenmeyer & Moller, 2013, Nguyen et al. 2019) did not primarily affect teachers' motivation to lead, which was consistent with previous research findings examining teacher leadership motivation (Bellibas et al. 2020; Espinoza, 2013; Hunzicker, 2012; Kilinc et al. 2021).

## Conclusion

While attempts to understand the complex nature of teacher leadership continue in the school leadership literature, Chan & Drasgow's (2001) MTL model has been a source to explain the reasons for teachers' interest in leadership in this research. The results of the research contributed to the understanding of teachers' motivation to lead by revealing their individual differences. Thus, while distinguishing between professionalism and leadership in the teaching profession, when teacher leadership emerged is explained from a different perspective. In addition, attention was drawn to the importance of individual and contextual factors that affect teachers' motivation to lead.

The first implication of the study, in line with previous research results, is related to the transition of teacher leaders from a teaching role that includes classroom-based teaching responsibilities to a participatory leadership role (Leigh Ross, 2019; Silva et al. 2000; Wang & Ho, 2020; Wenner & Campbell, 2017). This role transition has shifted the direction of teacher leadership and motivation research towards motivation to lead. For this reason, it is thought that new researches that will focus on teachers' motivation to lead will contribute to the rethinking of teacher leadership and the existing knowledge. Another important implication of this research is that teacher leaders do not see contextual antecedents that affect their motivation to lead as a primary source of motivation (Espinoza, 2013; Hunzicker, 2012; Wei, 2012). Therefore, policymakers in

education should not overlook the individual differences of teachers while improving contextual factors in their attempts to encourage teacher leadership. Indeed, Schwartz (2013) states that “leaders and organizations need to be more aware of the motivating strategies that followers desire; Otherwise, they will be insufficient to increase their leadership capacity”. In addition, Chan & Drasgow (2001) state that individuals' leadership skills may be developed through leadership training and that the motivation to lead may be shaped over time. Considering the future of teacher leadership, it should be taken into account how a leadership design based on individual differences may be included in efforts to increase the quality of teaching and learning in teacher leadership programs (Berg & Zoellick, 2019), keeping in mind that teachers are not interested in formal leadership roles.

This research, which was conducted with the participation of 15 teachers known as teacher leaders in their schools, is an important initiative in terms of being the first research that directly examines MTL under teacher leadership. However, since the study was conducted with a limited number of participants, it is clear that the findings may not be conclusively interpreted. It should also be noted that the research was conducted with a group of Turkish teacher leaders in a national context. For this reason, conducting similar studies in different cultural contexts will contribute to a better understanding of the subject. Moreover, examining the relations between teacher leadership, MTL and the antecedents of MTL with extensive quantitative research is considered important in terms of its contribution to the literature. Thus, it is thought that the first steps may be taken for a new teacher leadership model that takes MTL into account in teacher leadership. Finally, it is recommended to examine how teachers' different leadership motivations are reflected in their leadership styles in future research. In this way, inferences may be made about how the leadership styles of teachers with different leadership motivations affect job performance, school climate and organizational citizenship. The results of teachers' motivation to lead may be evaluated.

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## Geniřletilmiř Trke zet

Gnmzde ğretmen liderlięi ğretmenlerin profesyonel geliřimi, srdrlebilir ğrenci bařarısı ve okul geliřimi iin kapasite oluřturmanın nemli yollarından biri olarak deęerlendirilmekte (Fulan ve Hargreaves, 2016; Lieberman, Campbell ve Yashkina, 2016; Scott, 2011) ve geleneksel okul liderlięine alternatif bir okul liderlięi modeli olarak teřvik edilmektedir (Bush, 2015; Can, 2006; Smylie ve Eckert, 2018). Alanyazında ğretmen liderlięinin olumlu etkilerini (Curtis, 2013; Supovitz, 2018) ve ğretmen liderlięini etkileyen faktrleri (Can, 2006; Bellibař, Gmř ve Kılınc, 2020; Lee ve Kwan, 2021; Nguyen, Harris. ve Ng., 2019) anlamaya ynelik arařtırmalar devam ederken (Margolis, 2012; Sebastian, Huang ve Allensworth, 2017; Supovitz, 2018), ğretmen liderlięinin tam olarak neyi gerektirdięi ve ğretmen liderlięi davranıřlarının arkasında yatan motivasyonel faktrlerin neler olduęu konusunda belirsizlikler bulunmaktadır (Schott, vd., 2020; Wenner ve Campbell, 2017; York-Barr ve Duke, 2004). Aynı okul ortamında grev yapan bazı ğretmenlerin meslektařlarından beklenen sorumlulukların tesine geerek ğretmen lideri olmalarını etkileyen motivasyonel faktrleri aıklamak iin daha fazla ampirik arařtırmaya ihtiya duyulmaktadır. zellikle ğretmen profesyonellięi ile ğretmen liderlięi kavramları arasındaki rtřmeler ğretmen liderlięinin ne zaman ve nerede bařladıęına iliřkin belirsizliklerin artmasına neden olmaktadır (Hunzicker, 2019).

ğretmen profesyonellięi ğretmenlerin kapsayıcı ve iřbirliki olmalarını, deęiřime nclk etmelerini (Sachs, 2003), okul dıřında gruplar ve kurumlarla etkili bir řekilde alıřmalarını gerektirmektedir (Hargreaves, 2000). ğretmen liderlięi ise ğretmenlerin sınıf temelli ğretim sorumluluklarını srdrrken sınıf dıřında liderlik sorumluluklarını stlenmesi (Wenner ve Campbell, 2017); ğrenci ğrenmesini ve bařarısını artırmak amacıyla ğretme ve ğrenme uygulamalarını geliřtirmek iin ğretmenlerin bireysel veya toplu olarak meslektařlarını, okul mdrlerini ve okul topluluęunun dięer yelerini etkilemesi olarak tanımlanmaktadır (York-Barr ve Duke, 2004). Coggins ve McGovern' e (2014) gre ğretmenler iin artan profesyonellik idealleri ğretmen liderlięinin anlařılmasını daha da zorlařtırmaktadır. ğretmen liderlięinin bir etkileme sreci olarak deęerlendirildięi ve ğretmen liderlięinin ğretmenlerin ğretim rolnden liderlik rolne gemesiyle bařladıęı dikkate alındıęında (Berry, 2018; Leigh Ross, 2019; Silva vd., 2000; Wenner ve Campbell, 2017) ğretmenlik, liderlik ve liderlik etme motivasyonu arasındaki iliřkilerin incelenmesi bu yndeki belirsizlikleri anlayabilme ve ğretmen liderlięini teřvik etme giriřimleri aısından nemli grlmektedir.

Mevcut arařtırmada ğretmenlerin liderlik sorumluluklarını stlenme giriřimleri bireysel bir farklılık deęiřkeni olan "Liderlik etme motivasyonu modeli" (LEM) temelinde incelenmiřtir (Chan ve Drasgow, 2001). Liderlik etme motivasyonu, "bir liderin veya lider adayının liderlik eęitimi, rolleri ve sorumluluklarını stlenme kararlarını, liderlik etme abasının yoęunluęunu ve lider olarak kalıcılıęını etkileyen" bir yapıdır. Bireylerin liderlik becerilerinin liderlik eęitimi ve deneyimi yoluyla geliřtirilebileceęi varsayımlarına dayanır. Bireylerin liderlięe ynelimleri Duyuřsal- kimlik LEM' e gre liderlikten hořlanıp hořlanmamaları ve kendilerini lider olarak grp grmemeleri; Sosyal-normatif LEM' e gre zorunluluk veya grup normlarına uyma duygusu; ıkarsız LEM' e gre liderlik

pozisyonunun getireceği avantaj ya da dezavantajları değerlendirerek liderliğe karar vermeleri ile ilişkilidir (Chan ve Drasgow, 2001: 482). Diğer taraftan LEM' in her bir boyutu farklı kişilik özellikleri ile temsil edilmektedir. Dışa dönük, bireyci ve rekabetçi kişilik özellikleri Duyuşsal-kimlik LEM; sabırlı ve sorumluluk duygusu yüksek kişilik özellikleri Sosyal-normatif LEM; uyumlu, kolektivist ve fedakâr kişilik özellikleri Çıkarısız LEM ile ilişkilendirilir. Kişiliğe ilaveten değerler, bilişsel beceriler ve geçmiş liderlik deneyimi gibi bazı bireysel özellikler LEM' in öncülleri arasında görülür (Chan ve Drasgow, 2001; Clemmons ve Fields, 2011).

LEM, her ne kadar hiyerarşik kademelerde ilerlemeye yönelik bir liderlik motivasyonuna işaret ediyor olsa da (Porter vd., 2016; Vilkinas vd., 2020), bu araştırmada öğretmen liderliği kavramını netleştirme, öğretmen liderliğinin ne zaman ortaya çıktığını açıklama girişimlerimize temel oluşturmuştur. Araştırma sonuçları öğretmenlerin bireysel farklılıklarını ortaya koyarak, onların liderlik etme motivasyonunu anlamaya katkı sağlamıştır. Ayrıca öğretmenlerin liderlik etme motivasyonunu etkileyen bireysel ve bağlamsal faktörlerin önemine dikkat çekilmiştir. Öğretmenlik, liderlik ve LEM arasındaki ilişkilerin öğretmen liderliğine yansımaları deneyimler üzerinden keşfedilmiştir.

Araştırmada fenomenolojik bir yaklaşımla çalıştıkları okullarda öğretmen lideri olarak bilinen katılımcıların liderliğe ilgi duyma nedenlerini ve liderlik etme motivasyonlarını etkileyen faktörleri ayrıntılı olarak anlamak amaçlanmıştır. Bu yaklaşım sınırlı bilgi birikimi olan olgular hakkında yeni bir teorik çerçeve oluşturma girişimleri için pratik bir başlangıç olarak değerlendirilmiştir (Patton, 2014). Amaçlı örnekleme süreçleri izlenerek okullarında lider öğretmen olarak bilinen 15 öğretmen lideriyle yapılan yarı yapılandırılmış görüşmeler ile araştırma tamamlanmıştır. Araştırma verileri alanyazın ve araştırma sorularına dayanarak tematik analiz yoluyla analiz edilmiştir.

Bulgularımız öğretmen liderlerinin öğretim rollerinin ötesine geçerek liderlik rollerini üstlendiğini; öğretimi iyileştirmek için meslektaşlarını ve okul müdürlerini etkilediğini (Silva vd., 2000; Wenner ve Campbell, 2017; York- Barr ve Duke, 2004) ve öğretmen liderliği ile öğretmen profesyonelizmi arasındaki ayırmada liderlik etme motivasyonunun rolünü işaret etmiştir. Katılımcıların liderlik eğilimlerini, duyuşsal- kimlik LEM ve çıkarısız LEM' i çağrıştıran motivasyonel süreçlerle açıkladığı görülmüştür (Chan ve Drasgow, 2001). Katılımcılarla yapılan görüşmeler LEM' in üç boyutunun ortaya çıkmasında etkili olan bir dizi bireysel ve bağlamsal faktöre işaret etmiştir (Chan ve Drasgow, 2001). Örneğin katılımcıların dışa dönük, yarışmacı kişilik özellikleri ile duyuşsal –kimlik LEM, kolektivist ve uyumlu kişilik özellikleri ile çıkarısız LEM arasındaki bağlantılar, araştırmanın kuramsal temelini desteklemiştir. Kişilik özelliklerine ilaveten özyeterlik algısı (Chan ve Drasgow, 2001; Clemmons ve Fields, 2011) ve değerlerin katılımcıların liderlik etme motivasyonuna yansıdığı anlaşılmıştır (Schwartz ve Bilsky, 2013). Ayrıca katılımcılar okul müdürlerini, meslektaşlarını ve öğrencileri liderlik etme motivasyonlarını etkileyen bağlamsal faktörler arasında değerlendirmiştir. Ancak bu bağlamsal faktörler öğretmenlerin liderlik etme motivasyonlarını doğrudan etkilemekten ziyade onların özyeterlik algılarına katkı sağlayarak liderlik motivasyonunu dolaylı yoldan etkiliyor izlenimi oluşmuştur.

Sonuç olarak mevcut araştırma öğretim rolünden liderlik rolüne geçişte LEM' in ihmal edilemeyecek önemini büyük oranda açıklamıştır. Özellikle öğretmenlerin liderliğe ilgi duyma nedenlerini bireysel motivasyon faktörleri ile açıklayan araştırma sonuçlarına LEM' in bileşenleri eklendiğinde öğretmen liderliğinde bireysel farklılıkların rolü açıklık kazanmıştır. Öğretmen liderliğinin geleceği düşünüldüğünde, öğretmen liderliği programlarında öğretme ve öğrenmede kaliteyi artırma çabalarına (Berg ve Zoellick, 2019), bireysel farklılıklara dayalı bir liderlik tasarımının nasıl dâhil edilebileceği düşünülmelidir. Ayrıca Chan ve Drasgow (2001) bireylerin liderlik becerilerinin liderlik eğitimi yoluyla geliştirilebileceğini, liderlik etme motivasyonunun zaman içerisinde şekillendirilebileceğini belirtmektedir. Bu nedenle eğitimde politika yapıcılar öğretmen liderliğini teşvik etme girişimlerinde bağlamsal faktörleri iyileştirirken öğretmenlerin bireysel farklılıklarını gözden kaçırmamalıdır. Nitekim Schwartz (2013), "liderlerin ve örgütlerin, takipçilerin arzu ettiği motive edici stratejilerin daha fazla farkında olmaları gerektiğini; aksi takdirde liderlik kapasitesini artırmada yetersiz kalacaklarını" belirtmektedir.

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